**Assessment Indicators**

**Questioning**

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| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** | **Level 6** |
| Is learning how to ask a question about the inquiry topic | Can ask a question using [Q-Trix](Q-Trix.doc) words. | Can ask more than one open subsidiary question. | Can use my answers to ask more questions about my inquiry. | Can ask questions that enable me to use processing skills | Can ask questions that enable me to use output skills |

**Collection of Information**

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| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** | **Level 6** |
| Is learning to find information about the inquiry. | Can get information for the inquiry from at least one source independently | Can use many sources to get information. | Can collect relevant information. | Can compare and classify the information collected. | Can evaluate the information and decide if it is specific to the inquiry. |
|  | The teacher will provide the resources. | Is beginning to find own resources. | Can find own resources. | Is learning to use reference tools e.g. index, map reading, key words, and contents. | Can independently use reference tools. |

**Processing the Information**

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| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** | **Level 6** |
| Needs the teacher to provide information so to be able to answer subsidiary questions. | Needs the teacher’s help to match the information to the correct question. | Can analyse information with the teacher’s help. | Can analyse information collected and can use it to answer the questions. | Can make judgements about the information collected and evaluate its validity in answering the questions. |  |

**Communication of Results**

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| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** | **Level 6** |
| Is learning to share his/her ideas with the teacher’s help. | Can share the answer to at least one question about the inquiry. | Can clearly and confidently report his/her findings. | Can clearly and confidently report his/her findings. Is beginning to show understanding of the inquiry | Can clearly and confidently report his/her findings. Can demonstrate understanding and make links to related topics. | Can clearly and confidently report findings. Can demonstrate understanding and make links to related topics. Can support findings with evidence and justify his/her conclusions. |